CA2 SA
PC
87 S21

wan
vice
on

A Sense of Balance

SASK. LEGISLATIVE LIBRARY
NOV 1 2 1987
C.2

92-04925/

DATE DUE
DATE DE RETOUR

LOWE-MARTIN No. 1137

A Sense of Balance

SASK. LEGISLATIVE LIBRARY
NOV 12 1987
REGINA

"If we are not actually seen in the mirror the media holds up to society, then, clearly we are somehow not part of that society."

Salome Bey

Contents

Introduction 5

Objectives and Application

Policy Intent 7

Objectives 7

Rationale 7

Principles 8

Application 8

Implementation 9

Monitoring 10

The Guidelines

Portrayal of People with Disabilities 12

Portrayal of Native Peoples 18

Portrayal of Women 24

Resources

A Review 32

Consultative Services 33

Bibliography 34

Acknowledgements 36

Introduction

The Government of Saskatchewan is committed to providing equality of opportunity for Native peoples, women and people with disabilities.

This commitment should be reflected in government communications, because they can play an important role in supporting employment equity goals.

At the request of the government, the Employment Equity Branch of the Public Service Commission has worked with representatives from Executive Council and government communicators to prepare these guidelines for use in departments and other agencies.

Objectives and Application

Policy Intent

The intent of a government-wide employment equity communications policy is to ensure non-stereotyped images and a broader representation of women, Native peoples and people with disabilities in written, visual and oral communications.

Objectives

The employment equity communications policy has the following specific objectives:

- To increase awareness of how communications can unintentionally result in unfair and inaccurate perceptions;
- To eliminate words or images that reinforce outdated and discriminatory biases;
- To encourage communications that portray all people in a positive and progressive manner;
- To avoid government communications that may be offensive to the public;
- To provide departments with guidelines that are easy and practical to use in preparing communications.

Rationale

The communications factor has been included in the government's employment equity strategy because of its cumulative influence in shaping perceptions and attitudes. Self-images are also affected by communications.

Attitudes and perceptions can act as a subtle, but significant, barrier to improvements in the status of Native peoples, women, and people with disabilities. In addition, under-representation of such individuals in communications can hinder the government in reaching all segments of the public.

Many departments have produced communications which reflect the intent of this policy and are supportive of the government's commitment to equal opportunity. Still, there is room for improvement.

Principles

Biases in government communications are not deliberate. They usually reflect conventions or generalizations pervasive in the use of language and selection of images. The guidelines have been prepared to assist communicators in identifying inadvertent assumptions and in finding workable alternatives.

Application of the guidelines is governed by the following principles:

- The guidelines are primarily directed towards new or revised communications as it would be impractical for most departments to change all existing material.
- The guidelines illustrate, rather than specify in detail, how non-biased communications can be achieved. The examples of appropriate and inappropriate communications are not all-inclusive and leave room for discretion. Success in applying the guidelines will depend very much on the judgement and professional skills of communicators.
- The guidelines do not impose quotas for including Native peoples, women and people with disabilities in every communication. This principle recognizes that some communications are directed to particular audiences. A narrowly conceived policy could also have negative outcomes such as giving the appearance of "tokenism".
- Individual members of the target groups may have different reactions to various terms and images. In some instances, terms which would be acceptable to all members cannot be identified. Communicators should be aware of these differences and acknowledge the preferences of particular groups or individuals.
- Although Native peoples, women and people with disabilities are designated for employment equity, the policy can be extended to other groups subject to discrimination in communications such as seniors, children and ethnic groups.

Application

The guidelines apply to all forms of communications, internal as well as external, whether written, oral or visual.

External

The guidelines should be observed in all external communication tools, such as:

media advertising
news releases
audio-visual productions
photographs and posters
billboards
exhibits and displays
newsletters
brochures and pamphlets
public speeches
biographies

Internal

Application of the guidelines in all internal government communication is equally important. Included among the types of internal communication covered are:

letters
memoranda
reports
printed forms
internal newsletters
administrative policy manuals
personnel recruitment materials
training manuals and courses

Implementation

Each department or agency is encouraged to ensure that the guidelines are implemented and to assess on an ongoing basis whether its communications comply with the guidelines.

It is recommended that departments identify a representative to be responsible for implementation of the guidelines, e.g. Director of Communications or the department's communications specialist. Departmental representatives should:

- ensure all employees preparing communications are aware of the guidelines;
- review communications, particularly major projects for public release, to ensure they conform to the guidelines;
- serve as an in-house resource and consultant in achieving non-biased communications;
- monitor the department's progress in implementing the guidelines.

Monitoring

Progress in implementing the guidelines across the government will be reviewed by a Monitoring Committee. The committee will consist of representatives from Executive Council, the Employment Equity Branch, departments or secretariats with major responsibility for policies affecting the target groups and communication directors or officers in departments.

The Monitoring Committee will:

- establish procedures and measures to evaluate progress in implementation of the guidelines;
- assist departments in solving problems in implementation and recommend ways to further the objectives of the guidelines;
- prepare an assessment at the end of each fiscal year for Cabinet Review Committee on Advertising and Opinion Research on progress in implementation.

The guidelines are directed towards new or revised communications.

The Guidelines

Portrayal of People with Disabilities

Written Communications

Language

- Recognize that handicap and disability do not have the same meaning. A disability is a specific impairment resulting in a lack of function, e.g. visual impairment. A handicap is a disadvantage resulting from an impairment, e.g. lack of employment and inaccessibility to buildings.

  Handicap is often used as a synonym for disability. However, this usage is becoming less acceptable. (One origin of the word handicap is from the phrase "cap in hand" as in begging).

Inappropriate	**Appropriate**
a handicapped person	a person with a disability
We need to recognize on the job barriers for handicapped workers.	We need to recognize barriers for workers with disabilities that can handicap them on the job.
The handicapped child cannot use the stairs.	The stairs are a handicap for her.

Stress ability rather than disability.

- Refer first to the person, rather than the person's disability. Avoid using adjectives as nouns.

Inappropriate	**Appropriate**
the disabled	people with disabilities
the handicapped	people with disabilities
the blind	people with visual impairments
the deaf	people with hearing impairments
the retarded	people with mental disabilities
an epileptic	person who has epilepsy
a quadriplegic	person who has quadriplegia

- Avoid words and phrases which imply a value judgement about the capabilities of people with disabilities.

Inappropriate	**Appropriate**
coping with a disability	has a disability
confined to a wheelchair wheelchair bound	uses a wheelchair

- Avoid words and phrases which portray people with disabilities as having to be cared for or pitied.

Inappropriate	**Appropriate**
the less fortunate	people with disabilities
afflicted cripple/crippled suffers a disability	has a disability
wheelchair victim wheelchair patient wheelchair case	uses a wheelchair
victim of a mental illness	a person with a mental illness
patient in a group home	person who lives in a group home

- Avoid words and phrases which set persons with disabilities apart from others.

Inappropriate	Appropriate
we ... they	
those people	
disabled vs. normal	minimize distinctions
special needs (use sparingly)	

- Avoid giving programs and services names which bring negative attention to people with disabilities, or which create images of charity or dependency. Names of programs and services should enhance the image of the people who use them.

Inappropriate	Appropriate
aids for the Handicapped	Saskatchewan Aids to Independent Living

Ideas and Concepts

- Stress ability rather than disability. Avoid reference to a disability where it is not pertinent to the phrase, article or story.

Inappropriate	Appropriate
The deaf accountant spotted the error.	The accountant spotted the error.
An epileptic, John has no trouble doing his job.	John's performance is satisfactory.
He does a fine job for a blind man.	He does a fine job.
Article on a blind person who performs a job usually done by sighted people.	Article on a technological aid which assists an employee with a visual impairment.

- Avoid using a condescending or patronizing tone in articles or stories about people with disabilities. Portraying persons with disabilities who succeed as "super human" implies that people with disabilities usually have no outstanding talents.

Inappropriate	Appropriate
Mary has such courage. Isn't it amazing how she manages to do a good job even though she's handicapped.	Mary does a good job.

Visual Communications

Representation

Show people with disabilities in a variety of situations and participating in a variety of activities, not just as onlookers or passive recipients of a service.

In the workplace, people with disabilities should be shown in broad range of occupations at all levels. Their representation should convey an image of capable, responsible individuals with potential to perform many jobs and roles.

Show people with disabilities as integrated with other members of society, not only in the company of people with disabilities.

Disabilities should neither be camouflaged nor highlighted, but presented in context when relevant.

People with disabilities should be shown in a variety of government communications directed at all audiences, not just material focusing on health and social services.

Position

The placement and posture of people can convey messages about their roles. Check all visual material to ensure that people with disabilities are not only shown as subordinates or in passive roles.

Minimize distinctions by showing people with disabilities participating with others in many types of activities, for example working alongside other employees.

Illustrations and Graphics

Avoid inadvertent caricatures or cliches which reinforce stereotyped images of people with disabilities, such as depicting them only as passive recipients of services or in a manner which evokes pity.

Oral Communications

Oral communications should conform to the guidelines for written materials.

People with disabilities should be seen as interviewers and narrators as well as being the subjects of interviews.

Consider the use of audio tapes, Braille, sign language or captioning when preparing communications.

Check meeting places, training facilities and conference sites to ensure accessibility for people with physical disabilities.

Include people with disabilities as leaders and speakers at workshops, training events and conferences, when possible and appropriate.

Show people with disabilities as integrated with other members of society, not only in the company of people with disabilities.

17

The Guidelines

Portrayal of Native Peoples

Portrayal of Native Peoples

Written Communications

Language

- Be aware of the diversity and self-identification preferences of Native peoples. Indiscriminate use of umbrella terms such as Indians or Natives imply that people indigenous to Saskatchewan are the same culturally, historically, and politically.

Inappropriate	Appropriate
Indians to refer to all groups	Indians or Indian people is acceptable when a statement holds true for all Indians indigenous to Saskatchewan regardless of national group or legal status. Indian cultures in Saskatchewan are composed of the Assiniboine, the Cree, the Saulteaux, the Sioux, and the Dene (includes Chipewyan). Indian peoples are legally designated as the Status, Registered or Treaty Indians, and the Non-Status Indians.
Natives to refer to all groups	Native peoples is acceptable when a statement holds true for all groups regardless of legal or political distinctions. It includes Status and Non-Status Indians and the Metis. Indian and Metis and Indian/Native are acceptable terms of convenience when referring to all Native peoples. In this sense, aboriginal or indigenous peoples may be used as well.

- Avoid words like "helping" or "serving" when they imply a subservient, helpless or passive role.

Inappropriate	Appropriate
The Employment Equity Branch helps Native peoples, who would otherwise not be able to compete in the job market.	The Employment Equity Branch makes resources available to Native peoples to further their job opportunities and careers.

- Be aware of language that has questionable racial or cultural connotations, for example culturally deprived or culturally disadvantaged.

Inappropriate	Appropriate
The department's programs assist culturally disadvantaged youth of Native origin.	The department's programs assist youth of Native origin.

- Avoid qualifiers that reinforce racial or cultural stereotypes. A qualifier is added information that suggests an exception to the rule.

Inappropriate	Appropriate
The intelligent Indian students were present as part of the orientation program.	The intelligent students were present as part of the orientation program. or Indian students were present as part of the orientation program.

Be aware of the diversity and self-identification preferences of Native peoples.

Ideas and Concepts

- Avoid inaccurate or biased historical and cultural information. Many inaccurate assumptions about the traditions, achievements and contributions of Native peoples have been brought to light by recent research.

Inappropriate	Appropriate
Historically, Native peoples had few governmental structures or processes.	Some highly sophisticated forms of government were developed by Native peoples. They used consensual decision-making processes.
Land on the Prairies was underdeveloped and not used to capacity. Its true potential for development was realized with the arrival of white settlers.	The traditional view of Native peoples to land management on the Prairies is based on long-term protection of the environment. Land is valued as a legacy to future generations.

- Check for biased inferences and value judgements that perpetuate misconceptions and inaccurate stereotypes of Native peoples, for example portrayal as war-like.

Inappropriate	Appropriate
The North-West Mounted Police was established to halt Indian attacks and the massacre of white settlers.	The North-West Mounted Police was established to bring justice in settling disputes and to ease tensions between Indians and white settlers.

- Representation of Native peoples and their achievements should be balanced.

Inappropriate	Appropriate
Tokenism and patronization, such as once a year special articles about Native peoples.	Ongoing communication and attention to Native peoples and issues.

Visual Communications

Representation

Reflect the presence of Native peoples at all levels and in a range of occupations, including professional and non-professional work. Feature Native peoples as equally capable, resourceful, self-confident, imaginative and independent.

Show Native peoples in a variety of home and work situations, not solely at historic events or special occasions. Illustrations should be accurate and appropriate to the purpose and occasion.

Show Native peoples in a wide variety of settings, for example in illustrations of business, education, entertainment, tourism. Ensure that Native peoples are observers and participants in mainstream cultural events (music, theatre), not only in festivities focusing on multi-culturalism.

Native peoples should be shown in a variety of neighbourhoods and geographic settings: urban and rural; southern and northern Saskatchewan; inner city and suburbs; on and off reserve.

Position

Native peoples should appear as authority figures, as well as in supportive roles. They should also be shown initiating actions and participating with members of other groups.

Illustrations and Graphics

Take care to avoid inadvertent caricatures or cliches. Native peoples should not always be shown with long dark hair in braids or depicted as "all feathers and dance".

Oral Communications

Oral communications should conform to the guidelines for written materials.

Native peoples should be shown as interviewers as well as being interviewed.

Native voices can be used in voice-overs for audio-visual materials regardless of subject matter.

Include Native peoples as leaders and speakers at workshops, training events and conferences, when possible and appropriate.

Reflect the presence of Native peoples at all levels ... and in a range of occupations.

23

The Guidelines

Portrayal of Women

Portrayal of Women

Written Communications

Language

- Avoid use of sex-specific words and job titles. No job or role should be defined as specifically male or female.

Inappropriate	Appropriate
Chairman/woman	Chair, chairperson, moderator, presiding officer, executive officer, facilitator, co-ordinator
Businessman/woman	Business executive, business person/people, manager
Manageress	Manager
Draftsman	Draftsperson
Housewife	Homemaker
Lady lawyer, male nurse	Lawyer, nurse
Landlord/landlady	Owner
Policeman, fireman	Police officer, firefighter
Spokesman	Spokesperson, advocate, representative, speaking on behalf of

- A woman should be referred to by name in the same way a man is. Both should be called by full names, by first or last name only or by title. Address women as Ms., Mrs. or Miss, according to their preference.

Inappropriate	Appropriate
John Jones and Miss Smith	John Jones and Mary Smith
Mr. Jones and Mary	Jones and Smith or John and Mary
Miss Smith and John	Ms. Smith and Mr. Jones

- It is acceptable to address a woman by her first and last names, for example "Dear Mary Smith".

- Do not assume the person you are writing to is male. Use salutations that can apply to both sexes. "Dear" followed by the initials and family name is acceptable when the sex of the addressee is unknown, for example "Dear M. A. Smith".
- When both sex and name are unknown use "Dear Sir / Madam" or "Dear Madam / Sir"; use a title, for example "Dear Manager", "Dear Reader", "Dear Member". Alternatively, the salutation can be deleted.
- Use parallel language when referring to the sexes. Avoid the subtle stereotyping of women by roles. Women should be referred to as ladies only when men are being referred to as gentlemen.

Inappropriate	**Appropriate**
Men and ladies (or girls)	Men and women
Man and wife	Husband and wife
The Finance Minister and Janet Jones	The Finance Minister and the Agriculture Minister

- Avoid pronouns limited to one sex. This can be done by using the plural, an article, "he or she" or "she or he", "s/he", or you can change the sentence construction.

Inappropriate	**Appropriate**
The average employee does his banking close to his office.	The average employee uses a bank close to the office.
	Most employees use a bank close to their office.
Each manager should ensure her staff is . . .	Each manager should ensure his or her staff . . .
	Managers should ensure their staff . . .
A job hunter may find work on his own.	A job hunter may find work independently.

- Avoid "man" words. Include all people in general references by substituting more generic terms.

Inappropriate	Appropriate
Mankind	People, humanity, human race
Manpower	Human resources, workers, workforce, labour force, personnel
Man-made	Synthetic, manufactured, artificially constructed
Layman	Layperson
Man-year	Person-year, staff-year
Manning	Staffing, hosting
Master of Ceremonies	Leader of Ceremonies, host, moderator

Avoid showing women in traditional roles only. Show them in a wide variety of occupations.

- Avoid words that belittle, trivialize or stereotype, or make it seem that women's participation is an exception.

Inappropriate	Appropriate
Career girl/career woman	This assumes that women do not usually have careers. Girl is appropriate when referring to a female child.
	Substitute boy for girl to test if reference to gender is appropriate.
Executive woman	Manager, executive, member of the business community, or name the profession.
Working mother	Mothers who work outside the home.
Working wives	Women in paid employment

Strive for balanced representation. Pictures of women should appear as often as pictures of men.

Ideas and Concepts

- Avoid generalizations about the roles, interests, concerns or abilities of women.

Inappropriate	Appropriate
Women as secondary earners or reference to men as "bread winners"	Eliminate such references. They devalue the contribution of women in the labour market and assume women's dependence on another source of income.
Portrayal of women as pretty, social and shallow	Eliminate references to women as visual decoration. Represent women of all ages, shapes and sizes in a way that accurately reflects the diversity of their lives.

- Treat men and women with the same dignity, respect and seriousness. Women should be portrayed as initiators and participants and not as possessions or dependents of men. They should be recognized in their own right and for their own achievement.

Inappropriate	**Appropriate**
Jim Brown is a competent manager and his wife is that gorgeous brunette in auditing.	Jim and Joan are highly regarded in their respective fields. She is a successful auditor and he is a competent personnel manager.
Mr. Smith allows his secretary to attend meetings.	Ms. Jones represents her unit at meetings.
A story on a woman who, as a manager, somehow keeps up with shopping, cooking, cleaning house.	Keep the story job-related. Imagine depicting a man in this manner.

Visual Communications

Representation

Strive for balanced representation. Pictures of women should appear as often as pictures of men.

Avoid stereotyped images of women and show women of all ages and ethnic origins, and of differing physical attributes. Women should not be used as visual decoration or stereotyped as pretty, social and shallow.

Avoid showing women in traditional roles only. Show them in a wide variety of occupations, for example plumbers, engineers, pilots and computer operators. Avoid stereotyped images of men as strong, commanding and in control. Men can be shown as nurses, secretaries, file clerks and day care workers as well as their traditional roles.

Show women at all levels of authority within any occupation and as having achieved success in all fields of endeavour.

Position

The placement and posture of men and women can convey messages about an authority role or a subordinate role. Check all visual material to ensure a balance between men and women as authority figures or as subordinate ones. Show women and men as equally serious about their work and working together as a team.

Illustrations and Graphics

Cartoons and animation can easily contribute to biased communication because so much humour is still based on sex-role stereotypes. Check material to ensure that no biases are displayed.

Oral Communications

Oral communications should conform to the guidelines for written material.

Everyday language can easily stereotype or belittle women. Expressions such as the girls or the gals are offensive to many adult women.

Women should be featured as often as men as interviewers and narrators as well as the subjects of interviews.

Female voices should be used as often as male voices in voice-overs for audio-visual materials, regardless of subject matter.

When women are doing voice-overs, avoid using background music that is "in a lighter vein" (different in authority) from that used when men do voice-overs.

Avoid using less serious dialogue when referring to women, when women are speaking and when women are doing voice-overs.

Include women as leaders and speakers at workshops, training events and conferences, when possible and appropriate.

Resources

A Review

Written Communications	Yes	No
▪ Have I avoided words that describe people in a limiting or devaluing way?	☐	☐
▪ Have I avoided words or phrases which imply value judgements about people's capabilities, or have racist or sexist over-tones?	☐	☐
▪ Have I avoided stereotyping? Have I been aware of words, images and situations which suggest that all members of a group are the same?	☐	☐
▪ Have I referred to women and men equally and made references consistent?	☐	☐
▪ Have I included all people in general reference by substituting generic words and phrases for "man" words?	☐	☐
▪ Have I avoided labelling, patronization and tokenism in my communications?	☐	☐

Visual Communications		
▪ Are people from target groups well represented in communications?	☐	☐
▪ Are members of the target groups shown in a variety of occupations?	☐	☐
▪ Are members of the target groups represented in authoritative roles as well as in supportive roles?	☐	☐
▪ Have I avoided inadvertent caricatures and cliches in illustrations and drawings?	☐	☐

Oral Communications		
▪ Am I using members of the target groups as interviewers, narrators, as well as the subjects of interviews?	☐	☐
▪ Have I included people from the target groups as leaders and speakers at events when possible and appropriate?	☐	☐

Consultative Services

For information and assistance in applying guidelines, please contact the following agencies.

Employment Equity Branch
Public Service Commission
3211 Albert Street
Regina, Saskatchewan S4S 5W6
Phone: 787-7523

Communications Office
Executive Council
Legislative Building
Regina, Saskatchewan S4S 0B3
Phone: 787-6515

Government Information Services
Legislative Building
Regina, Saskatchewan S4S 0B3
Phone: 787-6281

For assistance in selecting photographic and graphic resources contact the following agencies.

Photographic Services Agency
Room 306, Walter Scott Building
3085 Albert Street
Regina, Saskatchewan S4S 0B1
Phone: 787-6296

Visual Identity Office
Room 122, Walter Scott Building
3085 Albert Street
Regina, Saskatchewan S4S 0B1
Phone: 787-6283

Bibliography

The following resources are available from the Library, Public Service Commission, 3211 Albert Street, Regina, Saskatchewan, S4S 5W6, Phone: 787-7410.

A Matter of Balance — Visible Minorities in Government Communications; Multi-culturalism Canada, Communications Directorate, Secretary of State, Ottawa, Ontario, K1A 0M5, 1983.

Beyond Bias; Informational Guidelines for Reducing Negative Bias in Instructional Materials; Saskatchewan Education, Community Education Branch, 2220 College Avenue, Regina, Saskatchewan, S4P 3V7, 1984.

Guidelines for Avoiding Biases and Stereotypes in Instructional Television; Martha E. Dawson and Geneva Gay; Agency for Instructional Television, Bloomington, Indiana, June 1978.

Guidelines for Bias Free Publishing; McGraw-Hill Book Company, Distribution Center, Princeton Road, Hightstown, NJ 08520, 1980.

Guidelines for Reporting and Writing about People with Disabilities; The Research and Training Centre on Independent Living, University of Kansas, BCR/348 Haworth, Lawrence, Kansas 66045.

Editorial Guidelines for Non-Discriminatory Communication; Revenue Canada, Customs and Excise, Head Office, Connaught Building, MacKenzie Avenue, Ottawa, Ontario, K1A 0L5.

Eliminating Sex Role Stereotyping; Editorial Guidelines for Employment and Immigration Canada, Communications, Affirmative Action Personnel Services, Place du Portage, Phase IV, Ottawa-Hull, K1A 0J9, 1983.

Elimination of Sexual Stereotyping; Administrative Policy Manual, Treasury Board of Canada, Place Bell Canada, 160 Elgin Street, Ottawa, Ontario, K1A 0R5, 1982.

Equal Opportunity Detecting Bias; City of Toronto, City Hall, Toronto, Ontario, M5H 2N1, 1983.

Media Portrayals of Disabled People; Douglas Biklen and Robert Bogdan, Bulletin of the Council for Inter-racial Books; Racism and Sexism Resource Center for Educators, 1841 Broadway, New York, N.Y. 10023.

The Non-Sexist Communicator; Solving the problems of gender and awkwardness in modern English; Bobby D. Sorrels; Prentice-Hall, 1983.

Ontario Task Force on the Portrayal of Racial Diversity in Government Advertising and Communications; Report to the Cabinet Committee on Race Relations, Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario, M7A 1N8, 1982.

Program Analysis Training (PAT): An experimental approach based on Program Analysis of Service Systems; National Institute on Mental Retardation, Kinsmen NIMR Building, York University Campus, 4700 Kells Street, Downsview, Toronto, Ontario, 1978.

Without Bias: A Guidebook for Non-Discriminatory Communication; International Association of Business Communicators (IABC), John Wiley and Sons.

Acknowledgements

Policy development of this scope would not have been possible without the valuable contributions of the policy development committee and:

- Employment Equity Branch,
- Community Education Branch, Saskatchewan Education,
- Council for Communications Directors,
- Indian and Native Affairs Secretariat,
- Core Services, Saskatchewan Social Services,
- Psychiatric Services, Saskatchewan Health,
- Native Services Branch, Employment Development Agency,
- Women's Secretariat,
- Women's Services Branch, Employment Development Agency,
- Word Processing Unit, Public Service Commission.

Appreciation must also be extended to the following organizations whose research provided valuable information:

- Multi-culturalism Canada,
- Agency for Instructional Television, Indiana,
- The Research and Training Centre on Independent Living, Kansas,
- Revenue Canada,
- Treasury Board of Canada,
- Ontario Task Force on the Portrayal of Racial Diversity in Government Advertising and Communications,
- International Association of Business Communicators.

"Communication provides the legs for bias, carrying it from person to person, from generation to generation. Eventually, however, communication will be the way to end discrimination."

Without Bias,
International Association of Business Communicators.

Saskatchewan
Public Service
Commission

3211 Albert St
Regina, Sask
S4S 5W6